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ABSTRACT

The Multi-Institutional Kanawha County Teacher Education Center has developed new techniques in teacher education, initiated cooperative seminars, and explored and developed cooperative inservice programs for student teachers and supervising teachers. This document describes an "on site" program designed to improve the competency of teachers and to improve the quality of teacher education in schools designated as teacher education centers. The program deals primarily with the behavioral aspect of teaching. Each seminar is designed to model an "ideal" lesson, giving attention to early inductive or perceptual activities and culminating in a capstone or "doing" phase. The project was piloted at John Adams High School, a new suburban school with 968 students. The school faculty participated in organizing meetings preceding the actual course and in planning activities to meet the needs of their particular school program. The course was designed around the theme of "Teaching Behaviors," with an objective of sensitizing teachers to be aware and concerned with each unique student. The detailed curriculum for the course is included in the document. (MBM)

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NEW DIMENSIONS IN TEACHER EDUCATION INSERVICE

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Dr. David E. Koontz, Director of Inservice
Dr. Phil E. Suiter, Director of Secondary Education

The Multi-Institutional Kanawha County Teacher Education Center, West Virginia, is moving in a new direction for inservice education for certification renewal and advancement. This movement is in keeping with the emphasis that is presently being given to the study of teaching as a process.

As a result of the monthly meetings of the Advisory Committee, (governing body of the Center composed of representatives from all participating agencies), many ideas are generated, programs compared and evaluated, new techniques in teacher education are tried, cooperative seminars are initiated and cooperative inservice explored and developed for both student teachers and supervising teachers. Over a two-year trial period for the Center, new dimensions of teaming, sharing and experimenting developed.

The Advisory Committee proposed that public school personnel state department personnel and college personnel collaborate in an "on site" program designed to improve the competency of teachers and to improve the quality of teacher education in schools designated as teacher education centers. Consequently, the program deals primarily with the behavioral aspects of teaching. Each seminar or work session is designed to model an "ideal" lesson, giving attention to early inductive or perceptual activities and culminating in a capstone or "doing" phase. The assumption is thus

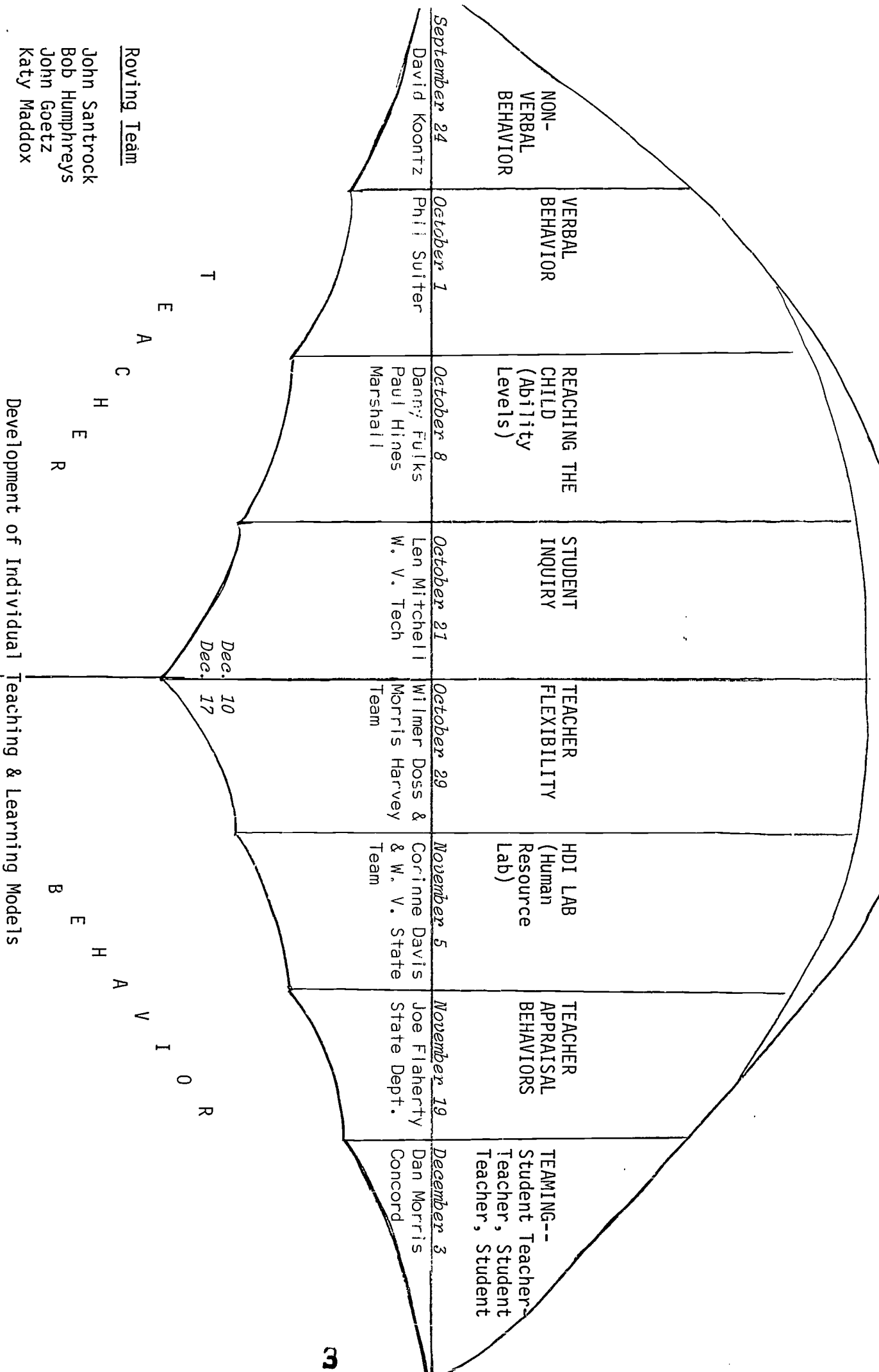
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made that inservice education should be functional, including a trial phase to insure that the behaviors considered actually become a part of the repertory of the behaviors of the participants.

The project was piloted at John Adams Junior High School. John Adams is a new school located in the suburban hill section of Charleston with a student body of 968. The faculty of John Adams participated in organizing meetings preceding the actual course and in planning the kinds of activities they felt would meet the needs of their particular school program. The course developed under a broad umbrella designed around the theme of "Teaching Behaviors." Each of the several components under the umbrella pertains to one skill area, but each is interlocking. Permeating the overall theme, the objective is to sensitize teachers to be aware and concerned with each unique student.

When synthesized in the final sessions, the teacher taking the inservice course should be able to define and exemplify his own unique teaching style and should have an expanded range of behaviors available to him in his own classroom.

INDUCTIVE



Roving Team
John Santrock
Bob Humphreys
John Goetz
Katy Maddox

JOHN ADAMS PROJECT

PURPOSE

The Center's involvement in inservice has a two-fold purpose. First of all, through the use of numbers of individuals from various institutions and an increase in time spent by those individuals, the process called student teaching is strengthened and made more meaningful.

Secondly, through increased expertise that is made available to the public schools through the Center, greater amounts and more concentrated inservice can be directed to the teachers themselves. Thus the two-fold purpose would result in making more meaningful the student teaching experience and, at the same time, allow the influence of ideas to develop in the public schools through the use of college personnel, thereby, modifying fundamental characteristics of our educational system from which will evolve highly competent elementary and secondary teachers.

A third and perhaps corollary process is not only the exchange of ideas between college and public school personnel but greater exposure of teacher educators' ideas is provided in the public schools.

The Multi-Institutional Teacher Education Center is dedicated to the concept of a partnership commitment in teacher education and to professional development as a continuous process. The responsibility rests equally with the public schools and colleges to upgrade all components of teacher education--pre-service, internship and inservice, preparing prospective teachers and inservice teachers to become diagnosticians of students' needs and learning problems, innovators, planners and implementors of ideas.

The ultimate goal is to improve and individualize instruction for our boys and girls, and to instill in them positive self-concepts so they will be adequately prepared to meet tomorrow's social and technological society. In order to do this we need highly competent cooperating teachers. The Center feels the key to training a cadre of outstanding teachers can best be accomplished by offering school-based inservice designed cooperatively by the staff of the school and the colleges to meet the particular needs of schools designated as teacher education centers.

JOHN ADAMS PROJECT

DESCRIPTIONS OF PRIMARY AREAS OF INVESTIGATION

As has been mentioned, each session of the John Adams "Teacher Behaviors" course is designed to model an "ideal" lesson. The perceptual activities include providing appropriate referents. Definitions and basic concepts are provided when necessary and, in a spirit of inquiry, more complex generalizations are developed using the inductive method.

The "doing" phase of the program consists of providing practice materials and/or objectives. Practice time is provided during the sessions and the teachers extend practice to two follow-up activities, micro-teaching sessions and personally structured in-class teaching.

The specific topics, described behaviorally, include the following (see model umbrella).

NON-VERBAL COMMUNICATION

Teachers should be able to recognize, model, and defend the importance of seven common non-verbal gestures and cues. They should be able to expand their range of non-verbal behaviors by practicing these specified behaviors. They should be able to use these behaviors to extend their indirect influence in the classroom.

VERBAL BEHAVIOR

Careful analysis of teacher verbal behavior implies using appropriate analytic tools. The teacher will be introduced to the Flander's "Interaction Analysis" system. When they have worked with the system they should be able to recognize the difference between direct and indirect teacher behavior, and to cite relationship this distinction has to student learning.

COMMUNICATING WITH ADOLESCENTS AT DIFFERENT EXPERIENCE LEVELS

Using popular modern forms of artistic expression and current social problems of concern to young people as vehicles for projecting concepts, the teacher should be able to express ideas concerning what resources are available to the classroom teacher from the modern world of the adolescent. The teacher can translate specific examples into his own unique teaching situation.

STUDENT INQUIRY

Theories of instruction developed by such eminent theoreticians as Piaget and Bruner become the vehicles for developing teacher behaviors relevant to helping students to inquire. The teacher should be able to defend the concept of "freedom" as the necessary classroom atmosphere for inquiry and they should be able to plan, organize and direct inquiry sessions.

TEACHER FLEXIBILITY

Teaching is a process of decision making in a setting of interaction with students, then teachers improve their competence when they develop a wide range of alternatives in their repertoire to meet varying needs of children. Teachers should be able to describe and demonstrate a range of methods appropriate to establishing objectives, evaluating learning, and adjusting learning environments when situations dictate.

INTERPERSONAL RELATIONS AND EFFECTIVE TEACHING

Teachers should be able to describe behaviors which people employ when communicating with one another to express personal feelings. They should be able to demonstrate facilitating and blocking behaviors and provide appropriate feedback to adolescents

regarding their personal feelings. They should be able to reflect these feelings objectively and encourage mutual trust.

TEACHER APPRAISAL BEHAVIORS

Knowledge of personal teaching behaviors is essential if a teacher is to modify and expand his range of teaching alternatives. Techniques for gathering information about himself will be the central focus of this session. The teacher should be able to learn and "read the cues" of his students. He should be able to describe more objective forms of information feedback and be able to use them in his teaching.

TEAMING--STUDENT TEACHER-SUPERVISING TEACHER RELATIONSHIP

As a result of participation in this topic teachers should be able to recognize, identify and describe those behaviors which are desirable in a cooperating teacher. They should be able to suggest those student teacher-cooperating teacher behaviors which can be applied to a cooperative team teaching situation. Finally, they should plan to develop a model for a cooperative student teaching experience.

CAPSTONE ACTIVITIES

The final sessions of the course were designed as a capstone experience in attempting to synthesize the various course segments into a teaching-learning model. At this point the works of Carl Rogers and Asahel Woodruff received particular attention; Rogers for his psychotherapeutic examination of the realness or genuineness of teacher attitudes and classroom atmosphere, and Woodruff for his concern for communicating substantive content. To complete the learning cycle for the course, each of the participants contracted to develop or adapt a teaching-learning model that may be employed

in his classroom.

John Adams Junior High School has served as the pilot model in inservice education that moves toward a building center for teacher education. This model, or adaptations of this model, will be available to other school staffs and thus serve as a guide to plan similar inservice programs for Kanawha County in the future.

TIME LINE

"Instructional Models and Assessment Techniques"

Minicourse (Far West Regional Lab)	15 hours
Individually Scheduled	
Interpersonal Relations Lab	5 hours
Group Scheduled Sessions	
Scheduled Class Meetings	2 planning oriented sessions
Cooperatively Planned	10 action oriented sessions
(students and college staff of five participating institutions)	

In addition to the specific components of the "Model Umbrella", two other independent projects are included in the "Instructional Models and Assessment Techniques" course.

INTERPERSONAL RELATIONS SELF-INSTRUCTIONAL LABORATORY

Working in groups of five to seven teachers, the participants will learn to recognize implied meanings in communication. They should be able to accept hostile feelings expressed by others as well as techniques for encouraging the development of positive self-perceptions.

MINICOURSE: EFFECTIVE QUESTIONING

This is a self-instructional activity featuring study of techniques of questioning and micro teaching to practice the skills. When the student completes this activity he should expect to be able to employ questions in his teaching which stimulates higher order thinking in students. They should be able to avoid common errors such as repeating student answers and repeating one's own questions.

JOHN ADAMS COOPERATIVE PROGRAM

Education 632

CURRICULUM AND INSTRUCTION

Topic: NON-VERBAL BEHAVIOR

Date: September 24, 1970

Instructor: Dr. David Koontz, Marshall University

INTRODUCTION

Studying teaching includes both the verbal and the non-verbal behavior of teachers and pupils. To ignore one is to reduce drastically the effect of studying the other.

Dr. Charles Galloway, noted authority on non-verbal communication, will be our major source of information and ideas. His monograph should be read and studied, particularly the sections on how to gather data concerning non-verbal communication and how to evaluate yourself.

ACTIVITY

You'll see a film in which a teacher demonstrates the power of non-verbal cuing. After reading, viewing and discussing, you should be able to perform the following behaviors.

1. Recognize, when shown, seven different bits of non-verbal communication.
 - a. hand gestures for emphasis
 - b. purposeful walking
 - c. attention securing stance
 - d. acceptance facial expression ("I approve" non-verbally)
 - e. eye contact for mutual trust
 - f. casual poses to communicate informality
 - g. facial gestures to signal interest in pupil response
2. You would be able to demonstrate each of these seven before a class of students or in a micro-teaching session.
3. You would be able to observe another teacher and tally the frequency which each of the seven is displayed.
4. You would be able to defend, employing examples, the statement, "Teachers who can employ all positive non-verbal behaviors are more likely to have success in teaching students (getting them to change their behavior), than those who can't."

JOHN ADAMS COOPERATIVE PROGRAM

Education 632

CURRICULUM AND INSTRUCTION

Topic: VERBAL BEHAVIOR

Date: October 1, 1970

Instructor: Dr. Phil Suiter, Marshall University

RATIONALE:

Research has shown that a significant percentage of communication in a typical classroom is verbal. In keeping with the plan to study teaching as a process, assessments and measures must be applied to the verbal behavior of teachers and students with the aim of examining the possible influences of that verbal behavior. It may be assumed that selected models of verbal behavior possess a greater possibility for effectiveness in selected situations; therefore, a knowledge of these influences and the expertise to apply the models in selected situations would seem to rank high on any list of teacher competencies.

BEHAVIORAL OBJECTIVES

The Flanders System of Interaction Analysis has been selected as the tool to employ in studying verbal behavior. The following behavioral objectives are thus presented:

- 1.0 Be able to state in a testing situation a definition of the technique of interaction analysis.
- 2.0 Be able to state from memory the ten categories of the Flanders System of Interaction Analysis.
 - 2.1 Be able to classify selected teacher statements by the major divisions of teacher talk: direct or indirect.
 - 2.2 Be able to classify selected pupil statements by the major divisions of pupil talk: teacher initiated pupil talk and pupil initiated talk.
 - 2.3 Be able to classify from memory selected verbal interaction into the ten categories at a ninety per cent level of accuracy.
 - 2.4 Be able to record classroom behavior at three-second intervals or at a rate of between 17 and 22 categorizations per minute
 - 2.5 Be able to apply the ground rules of recording interaction analysis.

- 2.6 Be able to identify selected situational variables that should be noted prior to recording interaction analysis.
- 3.0 Be able to transfer the original categorizations of behavior to a 10 x 10 grid called a matrix, with no more than five per cent error.
 - 3.1 Be able to determine the total number of tallies per column on the matrix.
 - 3.2 Be able to calculate the percentage of tallies in each column of the matrix as related to the total tallies on the matrix.
 - 3.3 Be able to calculate the per cent of teacher talk as related to the total number of tallies on the matrix.
 - 3.4 Be able to calculate the per cent of teacher talk that is direct and the per cent of teacher talk that is indirect as related to total teacher talk.
 - 3.5 Be able to calculate the per cent of pupil talk as related to the total tallies on the matrix.
 - 3.6 Be able to calculate the I/D ratio.
 - 3.7 Be able to calculate the i/d ratio.
- 4.0 Be able to identify and interpret the meaning of major areas of the matrix.
 - 4.1 Be able to identify and interpret the meaning of the steady state" cells.
 - 4.2 Be able to identify and interpret the meaning of "transitional" cells.
 - 4.3 Be able to identify and interpret the meaning of the following areas of the matrix:
 - a. content cross
 - b. extended indirect influence
 - c. extended direct influence
 - d. teacher response to student talk
 - e. student talk following teacher talk
 - f. silence or confusion
 - 4.4 Be able to associate general patterns of classroom interaction with given areas of a matrix.
- 5.0 Be able to make at least five hypotheses about the verbal interaction that is pictured on any given matrix and support these hypotheses with specific references to the matrix.

ACTIVITIES AND MATERIALS

1. Role playing situations to demonstrate the behaviors defined by the Flanders categories.
2. Video-tapes of brief teaching encounters to permit induction-- further identification of verbal behaviors.
3. Filmstrips and audio tapes:

Studying Teacher Influence Parts 1-5
Amidon Associates
Minneapolis, Minnesota
4. Transparencies of:
 - a. Flanders' category definitions
 - b. Major areas of the matrix
 - c. Plotting the matrix procedures
 - d. Completed matrix with calculations
 - e. Selected verbal models
5. Recording sheets and blank matrices.
6. Training tapes developed by Bernard Queen and Phil Suiter, including the written text.

EVALUATION

Training tapes and written text have a built-in evaluation procedure so that the student can engage in a process of self-analysis.

JOHN ADAMS COOPERATIVE PROGRAM

Education 632

CURRICULUM AND INSTRUCTION

Topic: COMMUNICATING WITH ADOLESCENTS AT DIFFERENT EXPERIENCE LEVELS

Date: October 8, 1970

Instructor: Dr. Danny Fulks and Dr. Paul Hines, Marshall University

The purpose of this session is to demonstrate manners, materials (popular music), and methods that may lend themselves to different experience levels in adolescents.

1. Objectives

- A. After listening to audio selections from the music of Bob Dylan ("Like A Rolling Stone," "Queen Jane Approximately") the student may consider an analytic approach to the mood and language content of the selections heard.
- B. The student may consider expressing verbally among the group his ideas concerning what he feels the artist is trying to communicate, how the selections made him "feel", and what part contemporary social problems may have contributed in the content and mood of the artist's selections.
- C. The student may, after the verbal discussion among the group, express in writing or by audio tape an appraisal, criticism, or personal comment relative to the selections that were considered.

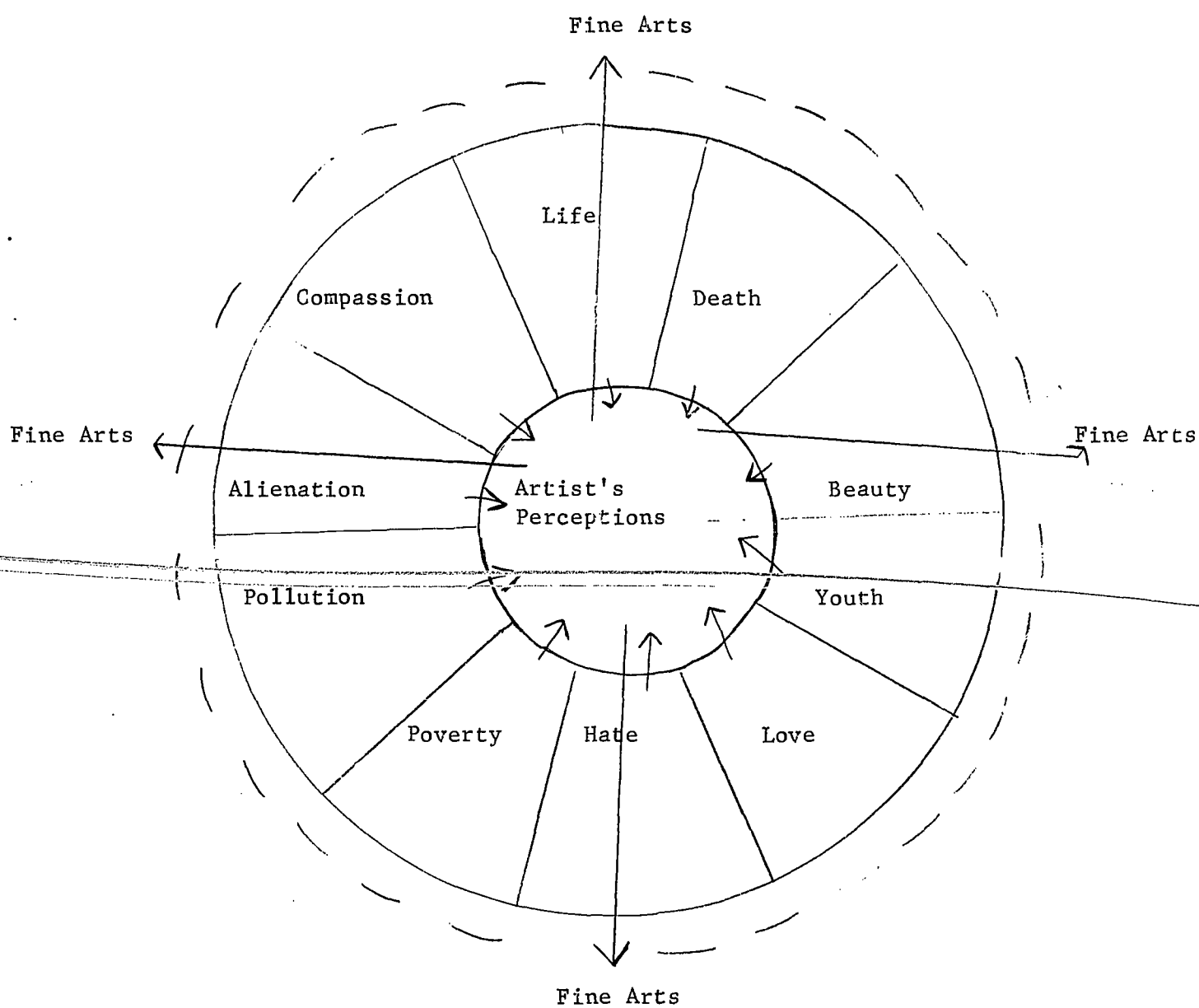
2. Activities

- A. Introduction to the material; listening to the selections; discussion of the selections.

Cattegno, Caleb. What We Owe Children, 1970. Outerbridge and Dienstfrey, New York.

Relativity is demanded by the reality of life.

- everyone has a place in any one moment of history.
- some individuals are socially aware and some are not.



Three stages of social awareness:

1. no awareness.
2. apprentice of social living--lives something he doesn't understand.
3. beginning to comprehend his experience.

In order to educate awareness we must understand techniques, not subject matter.

Awareness of

1. What one might have been had he been born in other times in other places.
2. What men have done in order to live together and then used this awareness to fulfill themselves.
3. A man-made universe where mastery of the underlining dynamics leads to a "better" world.

Group I

During the first years of life the social environment is imposed. Children accept these characteristics and are at peace with their environment.

We must offer to children those aspects of living by others that can make sense to them in a manner that makes sense to them . . . students must be acquainted with as many of the elements of the social environments of a number of peoples as can be brought to the classroom through activities.

eq. Students feed themselves, make and use household items, entertain themselves and guests, use different tools of different peoples, produce art works akin to various groups, speculate as to how events could happen in a given technology. (No archery is demanded of us today, but archery can be taken up as a study of what was demanded of our ancestors).

The purpose of social studies at this stage is not to provide knowledge, but to offer opportunities to be acquainted with oneself as one who is capable of acting as all men do.

II. It is possible at the second level to build on the awareness that men produced varied forms of social living. . . it is now possible to enable students to enter into the lives of peoples concerning beliefs, norms, trainings for various demands.

Resources: writers such as Homer, Virgil, Shakespeare, Cervantes, Tolstoy, etc.; historic films, fiction, legend and history.

Awareness that self-interest when it is narrowly cultivated generates conflict between individuals as well as peoples can be illustrated when looking at nations that enter struggles reaching the levels of wars.

The acquisition of knowledge is subordinated to the concern of finding oneself as a member of humanity as it stretches over the centuries. . . . help the students gain the status of man and recognize that besides natural forces and our own physical forces, other forces are known to man: love, ideas, ideals, identification.

III. The third phase of social education can be offered half as a study of history recast in terms of social dynamics and half as a continuous effort to make sense of our contemporary environment.

Adolescents who have developed in themselves both moral sophistication and social involvement can approach any one of the burning issues that concern adults.

Teachers may be activists or simply involved citizens and if they forge the desire to convert people to their views can perhaps learn to be a focus for study of prejudice, opinion making, bias, etc.

Articles, editorials, and magazine essays can be assessed. The study of history, geography, ecology, anthropology, ethnography, and various literatures is open to those who want to know:

- how one gathers evidence and evaluates it.
- where men's qualities and defects can lead them.
- which important insights are needed to make sense of life as a whole.

The ideal tools for this study is a list of themes to explore.

If an adolescent can learn to take to pieces an engine and put it together by sheer observation, so, in effect, can he do the same with institutions once they gain the status of things.

The revolution among the young in regard to their desire to dismantle and rebuild the institutions around them is merely a duplication of what happened in so many other fields.

The triple movement of awareness from contact to analysis and mastery can be witnessed in those who suspect the fullness of the future; who are experimenting with a world wide democracy embracing every member of our humanity. . . .

FROM:

Bob Dylan and the Poetry of Salvation

S. Goldberg
SRI 5/30/70

By the time Dylan wrote the songs that were to appear on his next album, Highway 61 Revisited, his talent was rapidly achieving parity with his vision. He now felt more at home with that vision and was less obsessed with detailing its every aspect. This enabled him to return partially to the subject of man. About the only redeeming virtue of Dylan's pre-visionary songs had been an attractive empathy toward the outsider. While Dylan was not to achieve the complete suffusion of vision with compassion until John Wesley Harding, in Highway 61 Revisited he did begin to feel that the eternally incommunicable nature of the religious experience did not render human contact irrelevant. If his attentions were not loving, at least he was attempting to reconcile man's existence with his vision. In "Like a Rolling Stone" he developed a conceit that had appeared in seminal form in "It's All Over Now, Baby Blue," "Like a Rolling Stone," which is probably Dylan's finest song and most certainly his quintessential work, is addressed to a victim who has spent a lifetime being successfully seduced by the temptations that enable one to avoid facing his own existence. Dylan plays the fool, the "juggler," the "clown," "Napoleon in rage," who--like numerous literary fools before him--is discovered by the mocking victim to be the bearer of truth. To the Oriental, the fool is easily discernible as the Master whose path to truth is paved with riddle and paradox. Perhaps the Occidental most comparable to the fool is the psychoanalyst whose maddening silence is well known to the victims who come to him. In any case, the victim, imprisoned in the ego strait jacket that has been his only source of meaning, is not quick to release his protective ball and chain:

You said you'd never compromise
With the mystery tramp,
But now you realize
He's not selling any alibis
As you stare into the vacuum of his eyes
And say "do you want to
Make a deal?"
"Like a Rolling Stone,"
(M. Witmark and Sons, 1965)

FROM:

Bob Dylan and the Poetry of Salvation (continued)

S. Goldberg
SRI 5/30/70

Dylan had suggested the premise of this album in "Queen Jane Approximately" on Highway 61 Revisited. As in many of the songs on Blonde on Blonde, here one finds not only Dylan's ever-present sense of irony and humor, but also his use of overlapping levels of meanings. As one enters this song more and more deeply he becomes aware first of its concern with the fashionable ennui that periodically affects us all, then its representation of disgust with oneself and the games he thinks he must play, and--finally--its subtle description of the endless repetition to which so many of us chain ourselves.

There are no "messages" in Dylan's songs, neither is there ideology. The flight of a supreme imagination, the ability to tap into the highest levels of truth, preclude the artist's accepting the simplistic artificiality that is necessary for ideology's goal of widespread acceptance. If an artist is capable of no greater vision than the rest of us, then of what value is he? By imprisoning Dylan's songs in a context of political ideology we play the barbarian. . .

"There must be some way out of here,"
Said the joker to the thief.
"There's too much confusion,
I can't get no relief...."

"No reason to get excited," the thief,
he kindly spoke,
"There's many here among us
Who feel that life is but a joke.
But, you and I, we've been through
that,
And this is not our fate.
So let us not talk falsely now,
The hour is getting late."

("All Along the Watchtower."
©Dwarf Music, 1968.)

FROM:

Bob Dylan and the Poetry of Salvation (continued)

S. Goldberg
SRI 5/30/70

The only way in which any of us can hope to play the thief, can ignite the faith of another and rob him of his confusion, is through love and compassion. For better or worse, all wisdom is eventually distilled into a few lines; even the unfathomable mysteries of the Bible must finally reside in the compassion of the Golden Rule. Dylan concludes "Dear Landlord" with a prayer for true compassion.

JOHN ADAMS COOPERATIVE PROGRAM

Education 632

CURRICULUM AND INSTRUCTION

Topic: STUDENT INQUIRY

Date: October 21, 1970

Instructor: Dr. Len Mitchell, West Virginia Tech

I. What is inquiry?

- A. Definition(s)
- B. Piaget's notion of stages of development
- C. Bruner's contention of intellectual development

II. Process of Inquiry (comparisons).

A. Analytical phases of inquiry

- 1. Orientation
- 2. Hypothesis
- 3. Definition
- 4. Exploration
- 5. Evidencing
- 6. Generalizing

B. Cognitive Domain (Bloom)

- 1. Knowledge
- 2. Comprehension
- 3. Application
- 4. Analysis
- 5. Synthesis
- 6. Evaluation

C. Affective Domain (Krathwohl)

- 1. Receiving
- 2. Responding
- 3. Valuing
- 4. Organization
- 5. Characterization by a value or value complex

III. Motivation and Inquiry

A. Categories

- 1. Social
- 2. Ego-integrative
- 3. Curiosity or other cognitive motives

STUDENT INQUIRY (continued)

2

B. Inquiry motives as cognitive and curiosity motives

1. Knowing
2. Understanding ☐ the environment
3. Explaining ☐

C. Focus of inquiry motives

1. Concepts
2. Ideas
3. Relationships

IV. Teacher Behavior and Inquiry

- A. General background information
- B. He plans the topics carefully
- C. He introduces material
- D. He challenges and prods
- E. He insists on communication
- F. He summarizes and clarifies
- G. He raises questions
- H. He legitimizes creativity
- I. He manages

V. Some Approaches to Inquiry

- A. Examples
- B. Limitations

VI. Video-tapes of Inquiry Episodes

VII. Questions, Discussion and Criticisms on Inquiry

VIII. Mimeographed or Dittoed Information in Inquiry

- A. Specific: Virgil M. Young, "Inquiry Teaching in Perspective," Educational Technology, August, 1969, 36-39.
- B. General: Bibliography, selected readings, references on inquiry.

IX. Summary and Conclusion

Materials needed: overhead projector, screen, VTR and monitor ($\frac{1}{2}$ " tape--Sony)

JOHN ADAMS COOPERATIVE PROGRAM

Education 632

CURRICULUM AND INSTRUCTION

Topic: TEACHER FLEXIBILITY

Date: October 29, 1970

Instructor: Wilmer Doss, Dr. Donald McGarey, Rex Plymale and
Morris Harvey Team

I. Objectives

- A. To analyze teaching to show more clearly that quality teaching is concerned basically with establishing proper objectives using appropriate strategies, and evaluating procedures.
- B. To explore with the teacher a variety of techniques in providing more flexibility in his teaching style.

II. Activities to Accomplish the Above Objectives

- A. Use two film strips to develop readiness among the group in getting an overview in methods of teaching and knowledge of many teaching types. (Briefly done, for later expansion as necessary or desirable).
- B. Establish readiness of the group by spending a little time in getting views and comments on "Teacher Flexibility."
- C. Use a passout to have group use in writing certain behavioral objectives according to instructions.
- D. Provide class with an observation form to evaluate teacher behavior and student behavior in relation to clarifying objectives. (This would need to be done briefly to acquaint the class with the technique, only.)
- E. Discuss strategies for providing flexibility in instruction after showing video-taped examples of pupil and teacher activities such as altering the physical environment, creating curiosity, utilizing the senses, using movement, using gestures and voice inflection, questioning, feedback, role-playing, reinforcement, small groups, etc.
- F. Use transparencies to show the need of teachers to provide for student differences in attentiveness, independence, tempo, reactions to new situations, and variations in social relations.

III. Evaluation Techniques

Provide time near close of class for clarification of evaluation procedures mentioned above -- and others, if group desires.

- IV. Materials to be used will be from Morris Harvey Education Laboratory. Equipment needed: screen, a filmstrip projector, and an overhead projector.

JOHN ADAMS COOPERATIVE PROGRAM

Education 632

CURRICULUM AND INSTRUCTION

Topic: HUMAN RELATIONS

Date: November 5, 1970

Instructor: Dr. Corinne Davis and the West Virginia State College Team

BASIC ASSUMPTIONS

It is assumed that the teachers enrolled in this course as students

1. agree with the following statements by Sidney Jourard

- a. "If I have knowledge about myself, I can increase my freedom and my power to live my life meaningfully."
- b. "Learning is not a task; it is a way to be in the world."
(ASCD Yearbook, 1969-70, section by Sidney Jourard)

2. are seeking answers to the following questions

"How can I become more sensitive to what goes on in groups?"

"How can I get more insight into my own behavior in groups?"

"How can I better understand other people?"

"How can I listen better to what people are trying to communicate?"

"How can I get more knowledge of group and committee behavior?"

"How can I look at my own attitudes?"

"How do I learn my human relations skills?"

"How can I apply these learnings to my backhome situation?"

(Adult Education Association of the USA; "Training in Human Relations" Leadership Pamphlet #16, p. 32)

ASSIGNMENT

Complete HDI (Human Development Institute) materials:
"Basic Interpersonal Relations"

BEHAVIORAL OBJECTIVES

1. The students will be able to differentiate with 75% accuracy between facilitating and blocking behaviors of a taped, decision making group discussion.
2. The student will be able to verbalize an analysis of his own behavior after taking part in a leadership training experiment.
3. The student will be able to demonstrate, to the adolescent's satisfaction, hearing of a "gut-level," personal, oral message from an adolescent by giving written feed-back ("I hear you saying . . .").
4. The students, as a group, will be able to list at least five (5) general, non-verbal messages of trust (ways in which we as people demonstrate our trust in each other) after participating in a leadership training experiment.

OUTLINE OF ACTIVITIES

1. Introduction - illustrated lecture: "Communications Model;" (whole class, 10 minutes).
2. Identification of facilitating and blocking verbal behavior, (whole class, 30 minutes).
3. Leadership training experiment - Verbal Analysis of Own Behavior, (small groups; 25 minutes).
4. Listening - Messages from Adolescents, (whole class; 20 minutes).
5. Leadership training experiment - Trust exercise, (small groups; 20 minutes).
6. Summary and evaluation - individual and group evaluations of the class session, (whole group).

Materials needed: three broom sticks, overhead projector, tape recorder, evaluation sheets, self-test sheets - activities 2 and 4, group self-test sheets - activity 5 and person acting as recorder for evaluation by group.

JOHN ADAMS COOPERATIVE PROGRAM

Education 632

CURRICULUM AND INSTRUCTION

Topic: TEACHER APPRAISAL BEHAVIORS

Date: November 19, 1970

Instructor: Mr. Joseph Flaherty, State Department of Education

Each member will develop a typical lesson plan. The teachers who teach a five minute (?) segment, will be video taped. A "supervising teacher" using replay of the tape, will have a conference with the teacher.

ACTIVITIES

Taped teaching segments
Conference: supervisor - teacher

(Classes will be "coached" to present various kinds of student behaviors.)

EVALUATION

Evaluation will occur as all members discuss the activities during and after each segment - teaching-conference - takes place.

OBJECTIVE

To develop a level of "acceptance" in each member which could hopefully result in a more meaningful "climate" for learning.

MATERIALS

Video taping, playback equipment, monitor.

NOTE

The general concepts to be developed will be brought out as the activity progresses. All members take part. Participation as both "teacher" and "supervisor" expected.

JOHN ADAMS COOPERATIVE PROGRAM

Education 632

CURRICULUM AND INSTRUCTION

Topic: TEAMING -- Student Teacher-Teacher, Student Teacher-Student

Date: December 3, 1970

Instructor: Dr. Dan Morris, Concord College

OBJECTIVES

As a result of participation in this particular topic area members of the group should be able to:

1. Recognize, identify, and describe those behaviors that are desirable in a "good" cooperating teacher.
 - a. college expectations
 - b. public school expectations
 - c. student teacher expectations
2. Recognize, identify, and describe those behaviors that are desirable in a "good" student teacher.
 - a. college expectations
 - b. public school expectations
 - c. student teacher expectations
3. Suggest those student teacher-cooperating teacher behaviors that might be applied to or adapted to a cooperative or team situation.
4. Construct or develop a model for a cooperative student teacher-cooperating teacher experience.

ACTIVITIES

1. Small group "Buzz" and "Brainstorming" sessions with public school personnel, college personnel and student teachers.
2. General discussion - large group.
3. Evaluations of models.

MATERIALS

Flat materials for examination and evaluation will be provided by the instructor. A suggested reading list will be provided for those interested in further study.

JOHN ADAMS COOPERATIVE PROGRAM

Education 632

CURRICULUM AND INSTRUCTION

Topic: INSTRUCTIONAL MODELS

Date: December 10 and 17

Instructor: Dr. Phil E. Suiter, Marshall University

RATIONALE

Much of the act of teaching occurs in isolation. Since the behavioral aspects of the teaching process are seldom viewed by another critical adult, inservice education programs should probably have as a major purpose "equipping the classroom teacher with the skills of self-analysis."

Analysis and ultimate appraisal of classroom performances must occur in relation to a set of criteria or an instructional model that is assumed to be applicable in terms of objectives and variables that are present for any particular teaching situation. Classroom teachers may then view teaching as a composite of discreet behaviors. The model thus becomes a standard for judging one's own performance.

ASSUMPTIONS

1. Teaching is a complex behavior made up of many skills that can be identified, studied and practiced in a controlled setting.
2. Experiential learning on the part of the learner demands induction as an aid to gaining meaning. Verbalization does not always provide for induction.
3. Thinking is a cognitive process involving a restructuring of past experiences and assimilating new experiences in organizational patterns.
4. Learning involves interaction with external conditions within the environment.
5. Learning is a process which involves thinking, feeling, symbolizing and doing.

OBJECTIVES

As a result of the study of instructional models, participants should:

- 1.0 be able to critically analyze the teaching-learning models of Carl Rogers and Asahel Woodruff in terms of the assumptions about teaching and learning.
 - 1.1 be able to select and defend the appropriateness of the selection of instructional activities as being a means to facilitate learning for specific objectives.
 - 1.2 be able to evaluate the effects of specific teacher-controlled external factors upon learning.
 - 1.3 be able to plan and execute learning activities for pupils that will involve the application of specific learning in a practical situation.
- 2.0 be able to develop a teaching-learning model through a synthesis of the Rogers-Woodruff Models.
 - 2.1 be able to use the new model to plan a block of learning situations that will effectively involve pupils in different levels of intellectual activity and emotional involvement.

ACTIVITIES AND MATERIALS

1. Pass outs of monographs by Rogers and Woodruff.
 Integration Session - Asahel Woodruff
 Facilitation of Significant Learning - Carl Rogers
 (These monographs should be reduced to major concepts about teaching and learning.)
2. Transparencies of Teaching-Learning Models by Woodruff and Rogers.
3. Small group assignments to develop individual models of teaching and learning which gives attention to both the cognitive and the affective domains.